

# Literacy and Oracy Policy

Amended: November 2025

Approved by Governors: December 2025

Review date: November 2026

Woodlands School is part of The Compass Education Trust Ltd, a company limited by guarantee, registered in England and Wales Company number 07666213.  
Registered Office: The Billericay School, School Road, Billericay, Essex, CM12 9LH

<b><u>Index</u></b>	<b><u>Page</u></b>
1. The aims of this policy	3
2. Legislation and guidance	3
3. Our vision for literacy and oracy	3
4. Our guiding principles for teaching literacy	4
4.1 Reading for academic success	4
4.2 Reading for enjoyment	4 - 5
4.3 Writing, vocabulary and spelling	5
4.4 Oracy	5 - 6
5. The responsibilities and actions of staff, pupils and parents	6
5.1 Literacy Across the Curriculum Lead	6
5.2 Oracy Lead	6
5.3 All teaching staff	7
5.4 Literacy Ambassadors	7
5.5 Pupils	7
5.6 Parents and Carers	7
6. Appendix	8 - 9

## 1. The aims of this policy

The aim of this policy is to outline:

- Legislation and guidance
- Our vision for Literacy and Oracy at Woodlands
- The responsibilities and actions of the LITAC and the Oracy Leads, all staff, pupils, Literacy Ambassadors, parents and carers.

## 2. Legislation and guidance

Our procedures are supported by research from the Education Endowment Foundation, with reference to their guidance report *Improving Literacy in Secondary Schools*, which can be found here: [Improving Literacy in Secondary Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk). Please see the seven strands of the guidance from the EEF in the appendix. In addition to this, we have consulted *The Reading Framework* from Gov.uk, which can be found here: [The reading framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk), which aligns with Ofsted's Education Inspection Framework.

## 3. Our Vision for Literacy and Oracy

At Woodlands School, literacy and oracy are at the core of all we do. Our aim is to equip all our pupils with an excellent level of literacy and oracy to prepare them for the demands of the wider world. We believe every pupil should have the opportunity to become proficient readers, concise communicators in both writing and speaking and be competent in their use of a wide range of vocabulary. These skills underpin our approaches to teaching and learning, both inside and outside of school, and across every subject consistently.

Our curriculum is supported by developing pupils' abilities to speak, listen, read, and write for a wide range of purposes and audiences, including using language to learn, communicate, think, explore, and organise. Helping pupils to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches the teaching and learning of all subjects and prepares the pupils for adult life and the world of work. We believe that 'good' literacy and oracy improves the future of everyone in society and forms the foundations of success in the wider world. Our pupils are given every opportunity to excel.

Our key principles for literacy are defined under our school ethos of *AROE: Aspiration, Resilience, Opportunity, and Excellence*.

- Our **aspiration** is for all pupils to enjoy a wide range of literature and to become confident readers over their time at Woodlands
- We aim to build **resilience** through marking and feedback, improving pupils' spelling, punctuation, and grammar.
- **Opportunities** are taken in all subjects to employ tailored literacy strategies to aid pupils' access to the written word.
- We extend pupils' repertoire of vocabulary to ensure their **excellence** in reading, writing, and speaking.

#### **4. Our guiding principles for teaching literacy and oracy**

Literacy at Woodlands is broken down into these sub-sections:

- Reading for academic success
- Reading for enjoyment
- Writing, vocabulary and spelling
- Oracy

##### **4.1 Reading for academic success**

At Woodlands:

- All subjects offer a variety of literacy activities, which may include reading relevant selected material for the topic the pupils are studying. Staff are offered specific strategies on how to approach reading activities to ensure tasks are accessible to all pupils. This includes but is not limited to the pre-teaching of vocabulary, active reading, choral reading, echo reading, prediction and questioning.
- Where appropriate and relevant, all year groups are given specific lesson time to read a variety of academic texts to develop their subject vocabulary and to improve their analysis and inference skills.

##### **4.2 Reading for enjoyment**

At Woodlands, it is part of our curriculum intent to instil a lifelong love of reading in our pupils. We offer multiple chances to engage pupils in reading for enjoyment to impress its importance upon our pupils. These include:

- A summer reading challenge for year 6
- A reading book is part of the essential daily equipment for years 7, 8 and 9.
- Year 7 pupils are gifted a brand-new reading book on their first day at Woodlands to set the precedent of the importance of books and as a welcome gift.
- Drop Everything and Read (DEAR) time takes place once a week throughout the academic year for all of years 7, 8 and 9. DEAR time lasts 20 minutes and is applicable in all subjects. Staff also read during this time to demonstrate a positive attitude and to model a lifelong love of reading.
- Pupils are encouraged to read their book in class if they have completed all of their work and additional challenge tasks.
- All year 7 and 8 pupils read a carefully selected book together in form time twice a week from January of the academic year, with extensive follow up activities to allow pupils to reflect on the story. Prior to reading this book they complete literacy-based activities as a form group.
- A regularly updated reading section is provided in the Opportunities Hub with relevant books, as well as a staff section and a section dedicated to reading about AROE.
- Extra-curricular activities linked to reading, such as a student book club, a Poetry club, 'Starbooks' where pupils can sit and read quietly at lunch time and a staff book club.
- A celebration of World Book Day each year with a variety of activities.
- Regular communication with parents and carers regarding literacy.

- Speaking to parents and carers at the Year 7 Preparing for Success evening, advising them on strategies they can use to support their child's reading at home.
- A pop-up book shop at all Parent/Carer consultation evenings when possible, working closely with an Usborne representative.
- A sponsored read.

### **4.3 Writing, vocabulary and spelling**

Writing plays a significant role in all school subjects. Therefore, we at Woodlands ensure that:

- All subjects have literacy activities and strategies embedded within Schemes of Learning which may include writing opportunities as part of the lesson.
- Any marked work is marked following the guidance in the school's feedback policy, identifying any key punctuation or grammatical errors as well as a maximum of three spelling mistakes. Pupils are encouraged to correct these mistakes when they complete their feedback.
- SPaG codes are used within marking, and these are on SPaG guidance stickers on all exercise book covers for ease of reference.
- All subjects refer and make use to specific terminology appropriate for their own lesson content. Word banks and other resources are available to support staff and students and to ensure pupils can utilise a wider range of vocabulary.
- Pupils are encouraged to consider ambitious synonyms when writing in all subjects. RAW starters within lessons may also be used to reinforce the meaning of vocabulary and spellings. Tassomai, which we use for daily quizzing, may also reinforce key SPaG concepts.

### **4.4 Oracy**

We aim to make all pupils efficient and competent orators. We firmly encourage our young people to be free and independent thinkers, which sees them build self-confidence when expressing thoughts and opinions. Therefore, we ensure that:

- All subjects have oracy activities and strategies embedded in their Schemes of Learning, encouraging effective communication skills. Examples of oracy tasks may include: pair or group work, debates or presentations.
- All pupils in lesson discussion are expected to give responses in Standard English. Pupils are urged to repeat or rephrase poorly constructed sentences whenever possible and are expected to use correct grammar when speaking.
- Pupils in years 9 and 10 are encouraged to participate in and contribute to a debate in form time, facilitated by the Form Tutor and using resources about a topic in the recent News provided by the Oracy Lead.
- There is a weekly debate club at lunch time for pupils to develop their confidence and skills.
- Year 10 pupils are also offered the chance to take part in the Jack Petchey Speak Out Challenge, which gives pupils the chance to improve their speech structure, develop their confidence and instil good habits when public speaking.
- All year 10 pupils complete a Spoken language assessment as part of their English GCSE.
- All year 10 and 11 pupils are given the opportunity to complete a mock interview with someone from an outside agency. This gives them the chance to speak to someone within a formal setting and prepares them for future oracy opportunities and interviews.

## **5. The responsibilities and actions of staff, pupils and parents**

### ***5.1 Literacy Across the Curriculum Lead***

It is the LITAC Lead's responsibility to:

- Ensure all staff are supported with access to resources and information on how best to approach literacy within their subject.
- Ensure all year 7 and 8 form tutors have access to the relevant materials and books to enable them to complete literacy activities and read in Form Time.
- Organise the DEAR timetable for the academic year, as well as any other related administration required.
- Keep parents and carers informed of any literacy information .
- Offer support to parents and carers as required.
- Ensure all literacy events and extra-curricular literacy opportunities are exploited.
- Ensure the reading section of the Opportunities Hub offers pupils a good range of suitable reading materials.
- Oversee the actions of the Oracy Lead and ensure that all oracy opportunities are identified and provided for pupils.

### ***5.2 Oracy Lead***

It is the responsibility of the Oracy Lead to:

- Provide support and resources to staff to support oracy in the classroom.
- Organise and run all oracy related events and extra-curricular activities.
- Provide year 9 and 10 form tutors with weekly oracy activities for form time.
- Keep parents informed of any key oracy information.

### ***5.3 All teaching staff***

It is the responsibility of all teaching staff to:

- Provide SPaG corrections when marking and responding to pupil work.
- Take pupils' reading ability into account when planning reading activities.
- Model good literacy in writing and good oracy in speaking.
- Correct mistakes in pupils' speech when necessary.
- Model a lifelong love of reading through DEAR time.
- Encourage the importance of literacy and oracy throughout their lessons and form times.

### ***5.4 Literacy Ambassadors***

There are 6 positions available to be literacy ambassadors. It is their responsibility to:

- Encourage their peers to embrace literacy by being good ambassadors of literacy themselves.
- Participate and help organise all literacy celebrations.
- Help in the Opportunities Hub to ensure the books are well looked after.

- Assist with DEAR time and form time checks.
- Assist with organising and promoting events.

### **5.5 Pupils**

It is the responsibility of the pupils to:

- Ensure they have a reading book with them as part of their essential equipment.
- Treat DEAR time as part of their lesson and engage in it by reading their book.
- Participate in all form time activities related to literacy or oracy.
- Recognise the importance of literacy and oracy.
- Read, write and speak to the best of their ability.
- Correct spelling, punctuation and grammar mistakes in their written and spoken work.

### **5.6 Parents and carers**

We would like our parents and carers to:

- Identify the importance of literacy and oracy and encourage their children to read for enjoyment at home.
- Ask for support with literacy and oracy if required.
- Encourage their children to participate in extra-curricular activities and other literacy and oracy events at school.
- Talk to their children about their learning in school to ensure they are encouraging discussion.



Signed: \_\_\_\_\_  
Head Teacher

Dated: 8<sup>th</sup> December 2025  
\_\_\_\_\_



Signed: \_\_\_\_\_  
Vice Chair of Governors

Dated: 8<sup>th</sup> December 2025  
\_\_\_\_\_



## Appendix

Figure 1: The seven strands of the *Improving Literacy in Secondary Schools* guidance report from the EEF.

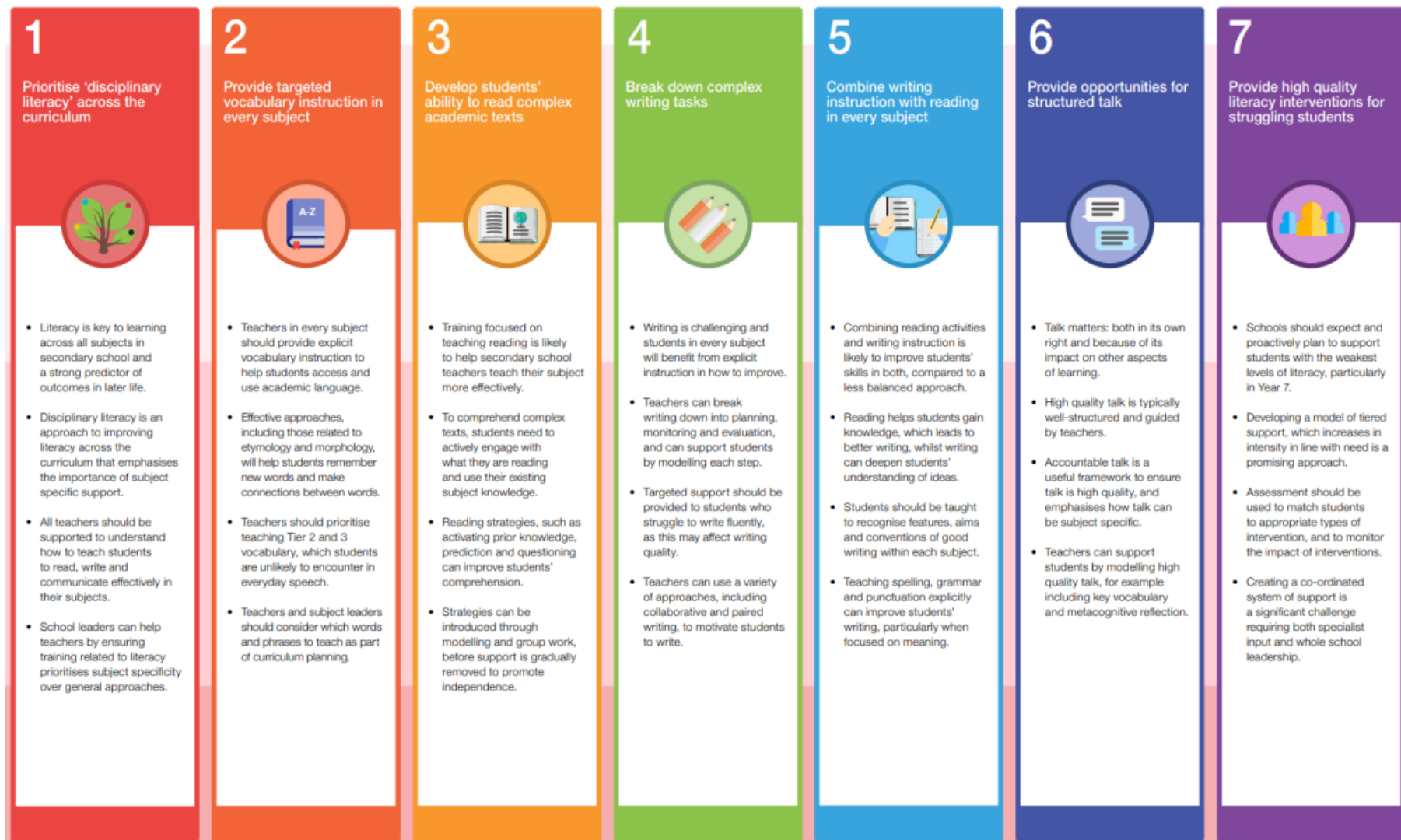


Figure 2: Our SPaG sticker, on the front of all exercise books.

